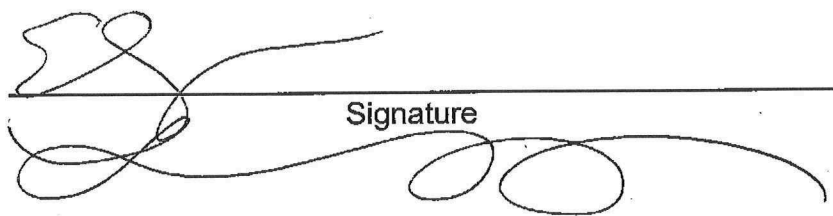




UNIT STANDARDS REVIEW
SIGNATURE FORM

Department of: Society & Conservation
Year: 2019

1) Department Chair:


Signature

9/26/19
Date
9/26/19

2) Dean:


Signature

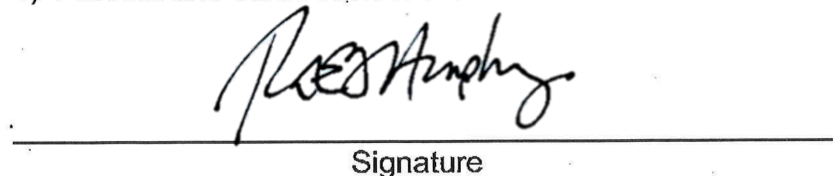
9/30/19
Date

3) Chair, UM Unit Standards Committee:


Signature

3/4/22
Date

4) Provost and Vice President for Academic Affairs:


Signature

5/25/2022
Date

1 **UNIT STANDARDS AND PROCEDURES DEPARTMENT OF SOCIETY AND**
2 **CONSERVATION THE UNIVERSITY OF MONTANA**

3
4 These Unit Standards and procedures are intended to be in addition to, and consistent with, those
5 provided in the current collective bargaining agreement. In the event of any omissions or
6 inconsistencies, the terms of the collective bargaining agreement shall be applicable and shall
7 prevail. Additional information can be found on the UM Provost’s website.
8

9 **University Requirements for Faculty Advancement**

10 Evaluation of faculty members for purposes of promotion, tenure, salary determination, or
11 recommendation for retention shall involve consideration of appropriate University of Montana
12 requirements as well as the Unit Standards of the Department of Society and Conservation.
13 University requirements are found in the Collective Bargaining Agreement Article 10.110. All
14 full-time and part-time tenured and tenure-track faculty will be evaluated by this process. Non-
15 tenurable faculty who are 0.5 FTE or more for two consecutive semesters or more, excluding
16 summer will also be evaluated through this process (see Provost’s website for additional details
17 on who must be evaluated).
18

19 **Unit Standards for Faculty Evaluation**

20 This section details the faculty evaluation standards adopted by the Department of Society and
21 Conservation. In addition to defining a process for gathering evaluation data for personnel
22 recommendations, the Department of Society and Conservation seeks to establish a process that
23 emphasizes: (1) The encouragement and recognition of quality performance; (2) Expectations
24 that promote long term, sustainable professional activity and involvement; (3) The facilitation of
25 excellence at the program, departmental, and college level. To achieve these goals, the
26 Department process seeks to establish standards of evaluation that clearly communicate the basis
27 for evaluation while still allowing sufficient flexibility to accommodate the diversity in faculty
28 roles, teaching styles, and disciplinary demands necessary for excellence at the individual as well
29 as the program, departmental, and college level. The Department seeks to establish a process that
30 allows for a meaningful evaluation of performance that does not solely rely on *a priori* numerical
31 standards. Any faculty member with questions on these evaluation procedures or the Collective
32 Bargaining Agreement should consult the Chair of the Faculty Evaluation Committee.
33

34 **Contents**

- 35 I. Faculty Advancement A. Tenure B. Promotion C. Salary Recommendations D. Reappointment
36 II. Evaluation Standards A. Teaching B. Research/Scholarship C. Service
37 III. Procedure for Faculty Evaluation A. Individual Performance Record B. Student Evaluation
38 Committee C. Faculty Evaluation Committee D. Evaluation by Department Chair E. Evaluation
39 by Dean
40 IV. Promotion and Tenure Committee

41
42 All recommendations by the Faculty Evaluation Committee (FEC) shall consider the faculty
43 member's teaching, research/scholarship, and service assignment for a performance period
44 consisting of one or more academic year(s) of record, each running from the first day of the
45 academic year and including fall semester, spring semester, and winter and summer term(s).
46 Decisions on promotion and tenure are considered separately from the annual performance
47 evaluation required for untenured faculty. Criteria used in promotion and tenure decisions are
48 described in sections A and B below.

49
50 These Unit Standards assume a workload split of 45% teaching, 45% research, and 10% service.
51 Faculty who have received Chair/department and Dean approval for a different workload split
52 need to explain if/how their FTE split translates into expectations that are different from those
53 outlined here.

54
55 A Promotion and Tenure (P&T) committee, a mentoring group of at least two departmental
56 faculty which is distinct from the faculty evaluation process, will be established for each newly
57 hired faculty to help mentor them at least until tenure is granted or denied.

58
59 **I. Faculty Advancement**
60
61 **A. Tenure**
62 Tenure application will be conducted in accordance with the Collective Bargaining Agreement,
63 §9.320.

64
65 A faculty member meeting the following criteria will be eligible to apply for tenure:
66 1. Has completed five years of credited service toward tenure; that is, during the sixth year of
67 credited employment. Not more than three years of creditable service may come from another
68 institution.
69 2. Has terminal degree appropriate to discipline and position.
70 3. Has attained minimum academic rank of associate professor, though faculty members may
71 apply for tenure and promotion to associate professor simultaneously.

72
73 In addition to attainment of the above status, the candidate for tenure must:
74 1. Exhibit successful performance and indications of continuing development and professional
75 growth in teaching, research/scholarship, and service activities of at least the level of normal as
76 described in the Evaluations Standards section; and
77 2. Receive a positive tenure recommendation by vote of a majority of the tenured faculty of the
78 Department of Society and Conservation Faculty Evaluation Committee.

79
80 Faculty are expected to actively contribute to research in their fields of study via publishing,

81 pursuing external research funding, and directing and supporting graduate research. Publishing a
82 minimum of one peer reviewed journal publication per year averaged over the evaluation period
83 is considered to provide sufficient evidence of continuous research productivity. Alternatively,
84 an equivalent combination of peer reviewed book chapters, books, or other scholarly
85 contributions also may be used to demonstrate an acceptable level of research publication (the
86 faculty member needs to make the case for equivalency). There should also be a record
87 demonstrating active pursuit of external research funding and of directing and supporting
88 graduate research.

89

90 Teaching must meet workload expectations and should be demonstrably effective both in and
91 outside the classroom (e.g. advising undergraduate research, the scholarly mentoring of graduate
92 students, independent study, etc.). Effectiveness is defined by the requirements for a normal
93 teaching evaluation as listed below in Part II.A.

94

95 The candidate should also provide a record of service to the Department, Program(s), College,
96 and University, and their respective discipline that reflects increasingly valuable contributions to
97 the University, beyond the University, and to their field, including recognition by peers.

98

99 The Department Chair in consultation with the faculty member being considered for tenure shall
100 solicit letters from anonymous, external reviewers. The faculty member shall provide the
101 Department Chair the names and email addresses of three potential reviewers by June 1st prior to
102 applying for tenure. The Department Chair shall provide the names of four to six potential
103 reviewers to the faculty member to review to make sure no personal conflicts exist; individuals
104 for whom there is a personal conflict will be eliminated from the Chair's list. From the combined
105 list, the Department Chair shall solicit letters from three individuals including at least two from
106 the faculty member's list. External reviewers will be asked to focus on the candidate's
107 scholarship, focusing on the quality of the work and the overall contribution to the field. The
108 faculty member being considered for tenure may also solicit letters and feedback from current or
109 past graduate students to be submitted to the Faculty Evaluation Committee Chair and included
110 in the evaluation. The Department Chair and Faculty Evaluation Committee will consider the
111 letters as part of their evaluation process. If letters from external reviewers are not received, the
112 evaluation will still proceed.

113

114 Probationary faculty members who have not attained tenure by the completion of their seventh
115 year of credited employment will be given notice and placed on a one-year, non-renewable
116 contract (CBA, 9.340).

117

118 ***B. Promotion***

119

120 The following specific criteria must be met regarding each respective type of rank advancement
121 or salary determination as indicated. The appropriate terminal degree is understood to mean the
122 Ph.D. or equivalent, doctoral-level degree, or a terminal degree appropriate to discipline and
123 needs of the position.

124
125 a. To Assistant Professor: Requires possession of the appropriate terminal degree or its
126 equivalent and evidence that the applicant will achieve recognition in his/her field of competence
127 beyond The University of Montana.

128
129 b. To Associate Professor: Requires four (4) or more years in rank as Assistant Professor (except
130 in unusual circumstances) and possession of the appropriate terminal degree and evidence that
131 the applicant is demonstrating professional growth through making increasingly valuable
132 contributions to the University, beyond the University, and to their field. The scope of evidence
133 for promotion to Associate Professor shall cover the entire probationary period, including any
134 time at other institutions recognized for service toward promotion (and specifically noted in the
135 offer letter).

136
137 To attain promotion to Associate Professor, the candidate's research performance should be
138 demonstrated by publications in peer-reviewed journals and/or in other written forms including
139 but not limited to books, law review journals, and non-written forms such as digital media or
140 film. Excellence in teaching should be demonstrated through the pursuit of activities listed under
141 normal performance for teaching. Service should be demonstrated at the program, department,
142 university, and/or externally, or in some combination thereof.

143
144 c. To Professor: Requires five (5) or more years in rank as Associate Professor (except in
145 unusual circumstances) and possession of the appropriate terminal degree and evidence that the
146 applicant has achieved recognition in his/her field of competence beyond The University of
147 Montana.

148
149 To attain promotion to full professor, excellence must be demonstrated in research/scholarship,
150 teaching and mentoring, as well as service. The candidate should provide evidence showing
151 increasingly valuable contributions to the University, beyond the University, and to their field,
152 by pursuit of activities listed below in Part II. under above normal for research, teaching, and
153 service. The individual must demonstrate significant contributions to teaching by successfully
154 mentoring the scholarly growth of graduate students and making significant contributions to
155 curricula or programs in the department as well as at the college and university level where
156 appropriate. Evidence for such research, teaching, and service activity includes a continued
157 trajectory of productivity beyond assistant professor, including but not limited to: a) Publications
158 and other scholarly communications of significant contribution to advancing the discipline; b)
159 Substantial teaching effectiveness (content, depth, and delivery), quality, and/or breadth; c)

160 consultations, reviews, collaborations, and/or committee work that help the discipline/field
161 beyond the university.

162

163 ***C. Salary Recommendations***

164 1. Normal Increment: The performance of a majority of faculty members will generally be
165 evaluated as "normal." They will be expected to grow in value to the institution. Faculty showing
166 a sustained level of active professional involvement in accord with the nature of their
167 appointment will be recommended for a "normal" increment to their salary.

168 2. Merit Recognition: Above normal performance in at least two of three areas of faculty
169 endeavor (teaching, research/scholarship, or service) or outstanding performance in at least one
170 of those areas. A ranking of below normal in any area precludes the possibility of merit
171 recognition.

172 3. Less-Than-Normal Increment: The absence of any performance, failure to submit an IPR
173 when required (CBA 10.110), or poor performance of assigned responsibilities within the scope
174 of employment may constitute grounds for less-than-normal increment. It is understood that the
175 absence of performance in any one or two of the areas of teaching, research/scholarship, or
176 service does not justify a less- than-normal increment if the individual has assigned duties solely
177 in the remaining area or areas and the quality of the performance in the remaining area or areas is
178 at least normal and the quantity and quality of contributions in the remaining areas is
179 proportionate to the FTE assigned to those areas.

180

181 ***D. Reappointment***

182 Probationary faculty are not reviewed during their first year of service. A probationary appointee
183 shall not be recommended for renewal after the third or subsequent year of service if
184 performance in two areas of academic endeavor is below normal for two consecutive years or in
185 one area of academic performance for three consecutive years.

186

187 **II. Evaluation Standards**

188 For normal salary increments or promotion, normal performance is expected in the areas of
189 teaching, research/scholarship, and service. Evaluation criteria shall include:

190

191 ***A. Teaching***

192 Quality in teaching and student advising is crucial to the mission of the Department of Society
193 and Conservation. All faculty members are expected to maintain high standards in teaching, and
194 to maintain strong, respectful, and mutually beneficial relations with the student body.

195

196 Determination of a **normal** performance is made by the Faculty Evaluation Committee (FEC).
197 Data from the University of Montana Instructional Assessment System (UMIAS) student
198 evaluation of instruction form (or an equivalent evaluation of teaching performance) and course
199 syllabi shall be provided to assist the FEC in evaluating faculty teaching performance. Except in

200 extenuating circumstances, faculty are required to administer UMIAS forms to all of their
201 courses that are 3.0 or greater credits. Other evidence of having achieved a normal level of
202 performance may include:

- 203 • Carrying a teaching load commensurate with assigned responsibilities, comprised of classes
204 in the faculty member's area of expertise and receiving average teaching evaluations based
205 on the course evaluation scale;
- 206 • Advising an appropriate number of undergraduate students determined relative to the number
207 of faculty and number of students in the program;
- 208 • Chairing M.S. and/or doctoral committees;
- 209 • Serving as a member on graduate committees;
- 210 • Pursuit of funding to support graduate students.

211
212 Performance in teaching will be deemed **above normal** where the faculty member's performance
213 significantly exceeds the requirements for a normal performance. While determination of an
214 **above normal** standard of performance is made on a case-by-case basis by the FEC, evidence of
215 having achieved such a level of performance may include:

- 216 • Carrying a teaching load significantly greater than that required under the faculty member's
217 terms of appointment, with average course evaluations based on the course evaluation scale
218 in all classes taught;
- 219 • Teaching a course with a very high number of student credit hours, as compared with other
220 courses in the department, college, or university;
- 221 • Teaching a course that requires exceptionally lengthy preparation time (e.g. classes with a
222 significant lab or field component or that fulfill the upper division writing requirement);
- 223 • Teaching Departmental or College courses during winter or summer sessions;
- 224 • Obtaining "very good" or "excellent" for overall course evaluation in most classes under a
225 normal teaching load;
- 226 • Supervision of undergraduate research and/or theses.
- 227 • Receiving an outstanding faculty/teaching award;
- 228 • Teaching a required class outside of the faculty member's area of expertise;
- 229 • Developing and teaching a new class that enhances the curriculum;
- 230 • Improving an existing class through incorporation of additional relevant material, new
231 projects, assignments, service-learning, and/or field-trips;
- 232 • Implementing high impact learning experiences, including but not limited to field trips and
233 field courses, and other active-learning approaches;
- 234 • Team teaching courses;
- 235 • Incorporating new, innovative and effective instructional techniques beyond the traditional
236 lecture-based format;
- 237 • Advising a disproportionately large number of undergraduate students relative to program
238 size and needs;

- 239 • High quality scholarly mentoring of graduate students as defined by graduate student needs;
- 240 • Serving on an exceptional number of M.S. or Ph.D. committees.
- 241 • Chairing the committee of graduating M.S. or Ph.D. students;
- 242 • Receiving funding to support graduate students.
- 243 • Substantial efforts to develop a new course, modify an existing course, or provide
- 244 undergraduate or graduate education opportunities to advance values of justice, equity,
- 245 diversity, and inclusion.

246

247 Performance in teaching will be deemed to be **outstanding** where the faculty member's
248 performance was at an unusual and exceptional level that warrants consideration of a merit
249 (assuming at least a normal level of performance in research and service). Outstanding
250 performance can be demonstrated in multiple ways, including but not limited to: exceptional
251 performance in multiple categories listed under above normal, awards at the university level or
252 beyond, and/or an extremely high impact activity or accomplishment.

253

254 Performance in teaching will be deemed to be **less than normal** if the faculty member failed to
255 meet the requirements of a normal performance. Determination of **less than normal**
256 performance is made on a case-by-case basis by the FEC, and extenuating personal
257 circumstances as defined by the Family Medical Leave Act, Faculty Modified Duty (CBA
258 11.220) and including bereavement will be taken into consideration.

259

260 ***B. Research/Scholarship***

261 Performance and continued development in research/scholarship are central to the overall
262 mission and vision of the Department of Society and Conservation. Faculty members are
263 expected to conduct scholarly activities, communicate findings, and encourage creative
264 investigation by members of the graduate and undergraduate student body.

265

266 Determination of a **normal** performance is made on a case-by-case basis by the FEC.
267 Performance of research or scholarly activities should be commensurate with assigned
268 responsibilities; it is expected that faculty will remain actively engaged in research and scholarly
269 activities throughout their appointment, although it is recognized that faculty may have different
270 emphasis on research, teaching, and service in any given evaluation period (as specified by their
271 FTE split). Evidence of having achieved such a level of performance may include:

- 272 • Written and verbal communication of research/scholarship to the scientific community as
273 well as managers, policy-makers, non-governmental organizations, communities, and/or the
274 public;
- 275 • Active support of graduate or undergraduate research activities;
- 276 • Design and/or implementation of ongoing research;
- 277 • Active pursuit of external funding and/or administration of existing grants.
- 278 • Advise 1-2 graduate students

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Performance in research will be deemed to be **above normal** where the faculty member’s performance significantly exceeded the requirements for a “normal” performance. While determination of an above normal standard of performance is made on a case-by-case basis by the FEC, evidence of having achieved such a level of performance may include:

- Performance of extensive research or scholarly activities;
- Evidence of research or scholarly activity that influences policy direction, management and conservation activities, collaborative problem solving, community well- being, or public understanding;
- Receipt of research awards, honors, or fellowships;
- Contribution to the implementation and success of graduate research at a level or quality that exceeds normal expectations;
- Advise or mentor a large number of graduate research activities;
- Active pursuit of external support from highly competitive funding agencies;
- Receipt of funding from highly competitive funding sources;
- Receipt of funding from less competitive or non-competitive funding sources;
- Active engagement in interdisciplinary or team science;
- Research with significant stakeholder engagement;
- Efforts to ensure that research results are communicated to a broad audience.
- Substantial efforts to advance justice, equity, diversity, and inclusion through research and scholarly activities.

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Performance in research will be deemed to be **outstanding** where the faculty member’s performance is at an unusual and exceptional level that warrants consideration of a merit (assuming at least a normal level of performance in teaching and service). Outstanding performance can be demonstrated in multiple ways, including but not limited to: exceptional performance in multiple categories listed under above normal, awards at the university level or beyond, and/or an extremely high impact activity or accomplishment.

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Performance in research will be deemed to be of a **less than normal** performance if the faculty member failed to meet the requirements of a normal performance. However, extenuating personal circumstances (as defined by the Family Medical Leave Act, Faculty Modified Duty CBA 11.220 and including bereavement, etc.) will be taken into consideration before assigning a below normal performance evaluation.

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315

C. Service

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Faculty members are expected to constructively engage in department, program, college, and university activities as well as outreach activities that engage students, colleagues, the university, the profession, and the public at large. It is expected that faculty will, throughout their period of

319 appointment, actively provide internal and external service. If the faculty member has a
320 substantial administrative assignment specified in their job description/work-plan, then evidence
321 of quality of performance for those duties should be included within this section.

322

323 Determination of a **normal** performance is made on a case-by-case basis by the FEC. Evidence
324 of having achieved such a level of performance may include:

325 For departmental, program, and college-level service:

- 326 • Active participation in faculty meetings;
- 327 • Active participation on departmental, program, and college-level committees;
- 328 • Active mentoring of untenured faculty.

329 For university-level service

- 330 • Active participation on university committees or initiatives;

331 For external professional service:

- 332 • Facilitation of local, national, or international conferences, workshops, or equivalent;
- 333 • Peer reviewing journal submissions, grant proposals, agency reports, or equivalent scholarly
334 contributions.
- 335 • Reviewing journal submissions, grant proposals, agency reports, external tenure and
336 promotion reviews, external academic reviews, or equivalent scholarly contributions.

337

338 Performance in service will be deemed to be of **above normal** where the faculty member's
339 performance significantly exceeded the requirements for a normal performance. While
340 determination of an above normal standard of performance is made on a case by case basis by
341 the FEC, evidence of having achieved such a level of performance may include:

- 342 • Chairing the FEC committee;
- 343 • Participation in the organization of conferences, symposia, or lecture series;
- 344 • Serving as chair and/or discussant at a conference;
- 345 • Significant participation in professional societies;
- 346 • Chair of a College or University committee or task force;
- 347 • Evidence of exceptional administrative service, exceeding minimal requirements of
348 administrative position;
- 349 • Editing symposia volumes, proceedings, or journals;
- 350 • Serving on the editorial board for a peer reviewed journal;
- 351 • Receipt of awards and honors or other special recognition for service activity;
- 352 • Significant outreach to or engagement with the community or general public (e.g. public
353 workshops, field trips, public lectures, work with media, nonstudent education);
- 354 • Technology transfer outside of university;
- 355 • Significant administrative activity, such as playing a leadership role in developing new
356 programs for the department or significant committee work;
- 357 • Member or facilitator of a collaborative planning/decision making group;

- 358 • Serving on the Board of Directors for community organizations related to the profession;
- 359 • Other types of significant service/community activities/civic engagement related to the
- 360 profession;
- 361 • Special assignments with significant time commitments;
- 362 • Volunteer consulting activities when it includes any of the above within and outside the
- 363 university.
- 364 • Substantial leadership and service to advance values of justice, equity, diversity, and
- 365 inclusion within the Department, College, University, and beyond.
- 366

367 Performance in service will be deemed to be **outstanding** where the faculty member's
368 performance is at an unusual and exceptional level that warrants consideration of a merit
369 (assuming at least a normal level of performance in teaching and service). Outstanding
370 performance can be demonstrated in multiple ways, including but not limited to: exceptional
371 performance in multiple categories listed under above normal, awards at the university level or
372 beyond, and/or an extremely high impact activity or accomplishment.

373
374 Performance in service will be deemed to be **less than normal** if the faculty member failed to
375 meet the requirements of a normal performance. However, extenuating personal circumstances
376 (as defined by the Family Medical Leave Act, Faculty Modified Duty CBA 11.220 and including
377 bereavement, etc.) will be taken into consideration before assigning a below normal performance
378 evaluation.

381 **III. Procedures for Faculty Evaluation**

382 **A. Individual Performance Record (October 15)**

384 1. Each faculty member shall submit FEC documentation to the Chairperson of the Faculty
385 Evaluation Committee (FEC) by October 15th. Evidence shall be submitted to cover appropriate
386 time periods as stated in the CBA and in this document.

387
388 2. The submitted scope of evidence shall include the individual performance record (IPR), course
389 syllabi, UMIAS quantitative course evaluation summaries, PDFs of relevant publications, a full
390 CV, and an accompanying memo. The memo should highlight the faculty member's activities
391 and communicate to the FEC the growth, direction, and/or vision of the faculty member's
392 professional activities during the evaluation period. Each page shall be numbered in sequence
393 and the last page dated and signed by the faculty member.

394
395 Publications listed as *In Press* or *Accepted* may be included in the IPR; those listed as *Submitted*
396 or *In Preparation* may not. Publications cannot be listed one year as "In Press" and the next with
397 a publication date as if they were different papers. Consequently, papers listed for any action

398 (hire, merit, tenure, or promotion) may not be listed in a subsequent evaluation unless the time
399 period assessed for the subsequent action overlaps with the previous evaluation (for example,
400 promotion may include papers listed for merits during the time under consideration).

401

402 The period of review shall consist of the following:

403 a. For recommendation for promotion, documentation shall cover every year of service in the
404 current rank in the position served at UM plus credited service, or the most recent seven (7)
405 sequential years, whichever is less. (CBA10.220).

406 b. For recommendation for tenure, the documentation shall cover the entire probationary period,
407 including credited prior service (and specifically noted in an offer letter).

408 c. For recommendation for merit, documentation shall cover the time since the documentation
409 was prepared for the last granted merit or promotion, or the most recent seven (7) sequential
410 years, whichever is less. Faculty members may request that evaluative emphasis be placed on the
411 most recent two years of performance.

412 d. For recommendation for normal or less-than-normal increment, documentation shall cover the
413 record of the previous year(s) as appropriate (see Section 10.340) .

414

415 3. Relevant evidence from other sources may be added by the FEC, Chair, or Dean as part of the
416 record. The faculty member will be informed of the additional evidence and can formally
417 respond in writing to the addition of the evidence (CBA section 10.220). No individual to be
418 evaluated may be sanctioned, suspended, disciplined, or discharged for failure to comply with a
419 request to provide additional information, as described in CBA Section 10.220.

420

421 4. Evidence submitted by an official Student Evaluation Committee, as described in CBA section
422 10.220, may be made part of the record.

423

424 ***B. Student Evaluation Committee (October 15).***

425 See CBA §10.230 for composition and responsibilities of SEC. The evaluation process may
426 proceed without participation by the SEC. If the SEC is convened to evaluate the faculty, each
427 written SEC evaluation shall be signed by the chairperson of the Student Evaluation Committee
428 and the faculty member being evaluated by October 15.

429

430 ***C. Faculty Evaluation Committee (November 15)***

431 The Faculty Evaluation Committee will consist of all departmental faculty members (including
432 adjunct instructors and research faculty who are .5 FTE of greater), excluding the Departmental
433 Chair. The Faculty Evaluation Committee may select a subcommittee to complete the initial
434 review and draft recommendations. However, the full FEC will review all FEC submissions as
435 well as review and edit all FEC letters.

436

437 All faculty members excluding the Department Chair may participate in FEC deliberations. In

438 tenure decisions, only tenured faculty may vote, regardless of rank. In promotion decisions, only
439 faculty members who hold positions at or above the rank being sought may vote. All members of
440 the FEC may vote in merit/normal decisions. A quorum, defined as a majority of faculty
441 members eligible to vote on an action, is necessary for any vote. Faculty members on sabbatical
442 or leave of absence shall not be counted when determining a quorum. Voting will be conducted
443 by anonymous ballot.

444

445 As stipulated in CBA 10.240, when FEC action is complete, each faculty member will be
446 informed in writing of the recommendation and the FEC comments. Within 10 days of receipt of
447 the FEC recommendation, the faculty member may submit a written appeal to the FEC regarding
448 any aspect of the FEC's recommendation or process, as described per CBA §10.240.

449

450 ***D. Evaluation by Department Chair (December 15)***

451 1. The Department Chair shall prepare a recommendation for each faculty member by December
452 15th, separate from that of the FEC.

453 2. Prior to the time the Chair forwards to the Dean the record of a faculty member containing the
454 Chair's recommendation, the faculty member shall sign the recommendations of the Faculty
455 Evaluation Committee and the Chair's recommendation to signify he/she has read them and
456 acknowledges the presence of the supporting documents. The signature does not signify the
457 faculty member's endorsement of the recommendations. Within 10 days of receipt of the
458 department chairperson's recommendation, the faculty member may submit a written appeal to
459 the department chairperson regarding any aspect of the chairperson's recommendation or
460 process, as per CBA §10.250.

461

462 ***E. Evaluation by the Dean (February 15)***

463 As specified in CBA §10.260. Within 10 days of receipt of the evaluation record from the Dean,
464 any faculty member may submit a written appeal to the Dean regarding any aspect of the
465 evaluation record or process including the Dean's professional opinion. The appeal must state
466 any matters which the Dean is requested to consider as well as the remedial action desired, as
467 described per CBA §10.270

468